# MICHAEL C. RILEY ELEMENTARY 200 Burnt Church Rd. Bluffton, South Carolina 29910 PK-5 Elementary School GRADES 680 Students ENROLLMENT Joshua Parks 843-706-8300 PRINCIPAL SUPERINTENDENT Herman K. Gaither 843-322-2300 Earl Campbell 843-322-2356 BOARD CHAIR THE STATE OF SOUTH CAROLINA ANNUAL SCHOOL 2003 REPORT CARD ABSOLUTE RATING: GOOD Absolute Ratings of Elementary Schools with Students like Ours Excellent Good Average Below Average Unsatisfactory 17 45 IMPROVEMENT RATING: BELOW AVERAGE ADEQUATE YEARLY PROGRESS: ND This school met 21 out of 25 objectives. The objectives included performance and participation of students in various groups and student attendance rate. SOUTH CAROLINA PERFORMANCE GOAL By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country. FOR MORE INFORMATION, VISIT WEBSITES AT: WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

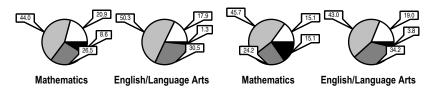
## PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Below Average	N/A
2002	Good	Average	N/A
2003	Good	Below Average	No
2004			

### PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS

Our School

**Elementary Schools with Students like Ours** 



### **Definition of Critical Terms**

Advanced

Very high score; very well prepared to work at next grade level; exceeded expectations

Proficient

Well prepared to work at next grade level; met expectations

Basic

Met standards; minimally prepared, can go to next grade level

Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

	Teachers	Students	Parents
Number of surveys returned	45	106	65
Percent satisfied with learning environment	95.3%	88.3%	84.1%
Percent satisfied with social and physical environment	95.3%	82.9%	78.1%
Percent satisfied with home-school relations	90.7%	84 8%	90.3%

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

Subsidized meals

Full-pay meals

#### PACT PERFORMANCE BY GROUP olo Proficient and State Objective Etrolinent 1st July of Testing olo Belom Baeic olo Proficient olo Advanced Advanced olo Tested olo Basic English/Language Arts All students 99.4 30.5 337 17.9 50.3 1.3 31.8 17.6 Gender Male 165 99.4 18.2 53.8 27.3 0.7 28.0 17.6 Female 99.4 17.6 47.2 33.3 1.9 35.2 17.6 172 Racial/Ethnic Group 100.0 8.3 51.5 38.7 1.5 40.2 17.6 White 220 African-American 100.0 39.6 52.1 N/A 8.3 17.6 53 8.3 Asian/Pacific Islander 4 100.0 N/A N/A N/A N/A N/A 17.6 Hispanic 17.6 96.7 37.5 41.7 18.8 2.1 20.8 60 American Indian/Alaskan 0.0 N/A N/A N/A N/A 17.6 N/A N/A Disability Status Not disabled 14.9 48.9 34.7 36.3 17.6 291 99.3 1.5 Disabled 46 100.0 37.5 60.0 2.5 N/A 2.5 17.6 Migrant Status Migrant 0.0 N/A N/A N/A N/A N/A 17.6 N/A Non-migrant 337 99.4 17.9 50.3 30.5 1.3 31.8 17.6 English Proficiency Limited English proficient 93.9 34.6 N/A 33 57.7 7.7 7.7 17.6 Non-limited English proficient 100.0 14.2 51.6 32.7 1.5 34.2 17.6 304 Socio-Economic Status Subsidized meals 99.3 33.3 46.7 20.0 N/A 20.0 17.6 136 Full-pay meals 201 99.5 7.7 52.7 37.4 2.2 39.6 17.6 Mathematics All students 337 100.0 20.9 44.0 26.5 8.6 35.1 15.5 Gender Male 100.0 18.2 42.7 28.0 11.2 39.2 165 15.5 Female 100.0 23.3 45.3 25.2 6.3 31.4 15.5 172 Racial/Ethnic Group White 100.0 12.7 44.6 30.9 11.8 42.6 15.5 220 African-American 53 100.0 41.7 45.8 10.4 2.1 12.5 15.5 Asian/Pacific Islander 4 100.0 N/A N/A N/A N/A N/A 15.5 Hispanic 100.0 35.4 39.6 2.1 25.0 15.5 60 22.9 American Indian/Alaskan N/A 0.0 N/A N/A N/A N/A N/A 15.5 Disability Status Not disabled 100.0 16.0 44.3 29.8 39.7 15.5 291 9.9 Disabled 100.0 52.5 42.5 N/A 15.5 46 5.0 5.0 Migrant Status N/A N/A N/A N/A 15.5 Migrant N/A 0.0 N/A Non-migrant 337 100.0 20.9 44.0 26.5 8.6 35.1 15.5 English Proficiency Limited English proficient 33 100.0 46.2 34.6 19.2 N/A 19.2 15.5 Non-limited English proficient 304 100.0 18.2 45.1 27.3 9.5 36.7 15.5 Socio-Economic Status

30.8

14.3

43.3

44.5

21.7

29.7

4.2

11.5

25.8

41.2

15.5

15.5

136

201

100.0

100.0

## PACT PERFORMANCE BY GRADE LEVEL

		Enroll	16,463	leste ologi	ON	885.	Skoji,	Advo olo Profic
		/ Em C	34 of 162 0/0	/		/	/ 9/9	0/0/
		,		English	n/Langua	ge Arts		
	Grade 3	99	N/A	10.3	34.0	49.5	6.2	55.7
	Grade 4	91	N/A	14.8	42.0	38.6	4.5	43.2
2002	Grade 5	96	N/A	10.2	59.1	28.4	2.3	30.7
20	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
•	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 3	108	98.1	17.0	38.3	42.6	2.1	44.7
	Grade 4	117	100.0	18.3	46.8	33.0	1.8	34.9
2003	Grade 5	112	100.0	18.2	65.7	16.2	N/A	16.2
20	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

				M	athematio	s		
	Grade 3	99	N/A	35.1	45.4	14.4	5.2	19.6
	Grade 4	91	N/A	20.5	42.0	23.9	13.6	37.5
2002	Grade 5	96	N/A	23.9	61.4	10.2	4.5	14.8
20	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
•	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 3	108	100.0	19.1	50.0	22.3	8.5	30.9
	Grade 4	117	100.0	18.3	41.3	26.6	13.8	40.4
2003	Grade 5	112	100.0	25.3	41.4	30.3	3.0	33.3
20	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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SCHOOL PROFILE				
	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 680)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	1.8%	Down from 2.9%	2.4%	2.4%
Attendance rate	95.3%	Down from 95.4%	96.0%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	23.3%	Down from 24.2%	21.0%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	8.0%	Up from 7.9%	7.3%	8.0%
Older than usual for grade	1.0%	Down from 1.3%	0.7%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%
Teachers (n= 50)				
Teachers with advanced degrees	44.0%	Up from 42.9%	54.2%	50.0%
Continuing contract teachers	78.0%	Up from 69.4%	90.5%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	r 80.7%	Up from 70.9%	87.8%	86.2%
Teacher attendance rate	94.8%	Up from 92.6%	95.5%	95.3%
Average teacher salary	\$40,628	Up 7.5%	\$41,158	\$39,909
Prof. development days/teacher	16.0 days	Down from 16.7 days	10.7 days	11.4 days
School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio	19.9 to 1	Down from 21.5 to 1	19.7 to 1	18.9 to 1
Prime instructional time	86.6%	Up from 85.4%	90.3%	89.7%
Dollars spent per pupil*	\$5,696	Up 4.1%	\$5,585	\$5,892
Percent spent on teacher salaries*	55.3%	Down from 65.9%	66.5%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	no	N/A	yes	yes

<sup>\*</sup> Prior year audited financial data are reported.

	Our District	State	
Highly qualified teachers in low poverty schools	N/A	N/A	
Lighty gualified to oboug in high payorty cabacle	N1/A	N1/A	
Highly qualified teachers in high poverty schools	N/A	N/A	

## **Abbreviations for Missing Data**

N/A Not Applicable N/C Not Collected N/R Not Reported I/S Insuffice	nt Sample
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### REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

In April, Michael C. Riley was honored as one of 17 South Carolina school winners of the prestigious Exemplary Writing Program Award. Then in May, Michael C. Riley was named a Red Carpet School by the State Department of Education in recognition of an outstanding family-friendly environment and excellent customer service efforts. It was a terrific ending to a very successful school year.

The work by teachers and staff on the Exemplary Writing Plan and the Red Carpet initiative began in our annual School Improvement Plan. The plan, which focuses on providing quality instruction, making greater use of technology, improving parent involvement and maintaining a safe school environment, will guide the school's annual improvement efforts. By using an annual cycle of planning, action and reflection, the school is continually evaluating and revising our programs to better meet the needs of all students.

While our PACT scores continue to show steady improvement, we implemented several initiatives designed to increase the percentage of children scoring at the proficient and advanced levels. We began an extended day program to provide small group instruction in math and ESOL. We also developed a writing and publishing center to organize and assist with the completion of student writing projects. Finally, we won a grant that allowed us to purchase the 100 Book Challenge. The 100 Book Challenge provides our classrooms with hundreds of leveled books for students to read during self-selected reading.

The growth of our English for Speakers of Other Languages Program is challenging our school to provide differentiated instruction to limited English proficient students. The number of students requiring ESOL has doubled this year. We now have 128 students identified for ESOL services. Additionally, this year for the first time all ESOL students, regardless of English proficiency, had to take the PACT. As non-English speaking children are required to take the South Carolina test in English, we anticipate a decrease in our school-wide scores.

Parent and community involvement continue to be a factor in the success of our school. The PTO and School Improvement Council planned a variety of family oriented activities throughout the year. An on-site Parent Resource Room, staffed by a bilingual professional, provided parents with information on topics such as parenting skills, family literacy, and health services. By reaching out to the community, the school obtained the services of many volunteers who contributed significantly to the success of the school.

We are grateful for the commitment the Michael C. Riley staff and community are making to the children and the school. It is this spirit of community that truly makes our school a special place for children to grow and learn.

Joshua Parks, Principal

#### DEFINITIONS OF SCHOOL RATING TERMS

- Excellent School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.